

**Peer Interaction Activity**  
**Modify or Update a Skeleton/Shell Course Outline**  
**(twice with supplied data, once with data selected by learner)**

**Activity #1:**

1. Login to the Curriculum Central Database
2. Choose one of the following courses: AMST 331, AMST 332, ED 331, ED 332, ENG 331, ENG 332, HIST 331, HIST 332, PACS 331, PACS 332, PSY 331, PSY 332, REL 331, or REL 332.
3. Using the data supplied, fill in the 18 required fields and other appropriate catalog fields.
4. Send to peers for review.
5. Peer reviewer: Use the structural framework (listed below) and provide feedback.
6. Peer reviewer: Send feedback back to peer and also to Melissa and Susan.
7. Make corrections if needed, and repeat steps 4, 5, and 6 if needed.

**Activity #1 Data:**

Using the course alpha AMST, ED, ENG, HIST, PACS, PSY, or REL and the following information, modify a 331 or 332 level skeleton/shell outline to have the following:

- Evaluation by quizzes, exams, and a research project
- Instructional methods lectures, discussions, PowerPoints
- Competency – Write a coherent in-class response to an assigned question or topic
- Content week by week for 16 weeks (yada yada as content for each week)
- Catalog Title – Outline for Testing Purposes, Banner title - testing
- 3 hours lecture per week, max enrollment 35
- Description - ALPHA number is a test course for demo purposes only.

**Activity #2**

1. Login to the Curriculum Central Database
2. Choose one of the following courses: AMST 333, AMST 334, ED 333, ED 334, ENG 333, ENG 334, HIST 333, HIST 334, PACS 333, PACS 334, PSY 333, PSY 334, REL 333, or REL 334.
3. Using the data supplied, fill in the 18 required fields and other appropriate catalog fields.
4. Send to peers for review.
5. Peer reviewer: Use the structural framework (listed below) and provide feedback.
6. Peer reviewer: Send feedback back to peer and also to Melissa and Susan.
7. Make corrections if needed, and repeat steps 4, 5, and 6 if needed.

**Activity #2 Data:**

Using the course alpha AMST, ED, ENG, HIST, PACS, PSY, or REL and the following information, modify a 333 or 334 level skeleton/shell outline to have the following:

- Evaluation by Analytical Papers, ☐ MACROBUTTON HTMLDirect ☐ Artwork ☐ MACROBUTTON HTMLDirect ☐ Assignments, ☐ MACROBUTTON HTMLDirect ☐ MACROBUTTON HTMLDirect ☐ Behavioral Observations, Critical Thinking Exercises, Physical Demonstration, Role Playing, Tests
- Instructional methods Lectures, Case Scenarios, ☐ MACROBUTTON HTMLDirect ☐ Class Discussion, ☐ MACROBUTTON HTMLDirect ☐ MACROBUTTON HTMLDirect ☐ Collaborative Learning, ☐ MACROBUTTON HTMLDirect ☐ Computer Activities, WWW Research, and Guest

### Speakers

- Competencies – Develop strength, flexibility, endurance, and overall coordination. Trace the development and evolution of the modern hula form from its traditional roots. Develop technical proficiency in elementary hula techniques associated with modern hula. Examine the social, economic, colonial, and cultural forces that have in the past and will in the future continue to shape this unique art form.
- Content week by week for 16 weeks (mea mea mea as content for each week)
- Catalog Title – Sample outline for Demonstration Purposes, Banner title – testing demo
- 2 hours lecture per week, max enrollment 20
- Description - ALPHA number is a sample course for demonstration purposes only.

### Activity #3

1. Login to the Curriculum Central Database
2. Choose one of the following courses: AMST 345, AMST 346, ED 345, ED 346, ENG 345, ENG 346, HIST 345, HIST 346, PACS 345, PACS 346, PSY 345, PSY 346, REL 345, or REL 346.
3. Using your own data, fill in the 18 required fields and other appropriate catalog fields.
4. Send to peers for review.
5. Peer reviewer: Use the structural framework (listed below) and provide feedback.
6. Peer reviewer: Send feedback back to peer and also to Melissa and Susan.
7. Make corrections if needed, and repeat steps 4, 5, and 6 if needed.

### Activity #3 Data:

Based on one course that you currently teach, enter the appropriate data for this course outline. Include appropriate course content and course competencies.

**Structural Framework  
Checklist for ETEC 750B Reviewers  
(18 required fields)**

- Course Alpha
- Course Number
- Type of Action - Addition? Deletion? Modification?
- Full Catalog Course Title
- Date of this Course Outline
- Credits
- Contact Hours (type)
- Contact Hours (quantity)
- Course Description
- Suggested Method of Evaluation – Measures of Student Achievement
- Suggested Methods of Instruction
- Course Competencies
- Course Content
- Effective Term
- Grading Options
- Grading Scale and Weighting Suggestions
- Maximum Enrollment
- Banner Title

**(optional catalog fields, as appropriate)**

- Course Prerequisite(s)
- Course Co-Requisite(s)
- Recommended Preparation
- Repeatable for Additional Credits?
- Maximum number of credits for student transcript
- Cross-listed?
- Semester information
- Special Comments for Catalog
- Status (Active/Inactive)
- Restricted to Specific Semesters
- AA General Education Area
- AA General Education Extra
- AS General Education Area
- AS General Education Extra

**Structural Framework  
Checklist for Course Proposer  
(18 required fields)**

- Course Alpha
- Course Number
- Type of Action - Addition? Deletion? Modification?
- Full Catalog Course Title
- Date of this Course Outline
- Credits
- Contact Hours (type)
- Contact Hours (quantity)
- Course Description
- Suggested Method of Evaluation – Measures of Student Achievement
- Suggested Methods of Instruction
- Course Competencies
- Course Content
- Effective Term
- Grading Options
- Grading Scale and Weighting Suggestions
- Maximum Enrollment
- Banner Title

**(optional catalog fields, as appropriate)**

- Course Prerequisite(s)
- Course Co-Requisite(s)
- Recommended Preparation
- Repeatable for Additional Credits?
- Maximum number of credits for student transcript
- Cross-listed?
- Semester information
- Special Comments for Catalog
- Status (Active/Inactive)
- Restricted to Specific Semesters
- AA General Education Area
- AA General Education Extra
- AS General Education Area
- AS General Education Extra

**Structural Framework  
Checklist for Peer Review Participants  
(18 required fields)**

- Course Alpha
- Course Number
- Type of Action - Addition? Deletion? Modification?
- Full Catalog Course Title
- Date of this Course Outline
- Credits
- Contact Hours (type)
- Contact Hours (quantity)
- Course Description
- Suggested Method of Evaluation – Measures of Student Achievement
- Suggested Methods of Instruction
- Course Competencies
- Course Content
- Effective Term
- Grading Options
- Grading Scale and Weighting Suggestions
- Maximum Enrollment
- Banner Title

**(optional catalog fields, as appropriate)**

- Course Prerequisite(s)
- Course Co-Requisite(s)
- Recommended Preparation
- Repeatable for Additional Credits?
- Maximum number of credits for student transcript
- Cross-listed?
- Semester information
- Special Comments for Catalog
- Status (Active/Inactive)
- Restricted to Specific Semesters
- AA General Education Area
- AA General Education Extra
- AS General Education Area
- AS General Education Extra

**Peer Interaction Activity**  
**Modify or Update a previously Completed Approved Course Outline**  
**(twice with supplied data, once with data selected by learner)**

**Activity #1:**

8. Login to the Curriculum Central Database
9. Choose one of the following courses: AMST 431, AMST 432, ED 431, ED 432, ENG 431, ENG 432, HIST 431, HIST 432, PACS 431, PACS 432, PSY 431, PSY 432, REL 431, or REL 432.
10. Using the data supplied, fill in the 18 required fields, other appropriate catalog fields, and linking fields.
11. Send to peers for review.
12. Peer reviewer: Use the structural framework (listed below) and provide feedback.
13. Peer reviewer: Send feedback back to peer and also to Melissa and Susan.
14. Make corrections if needed, and repeat steps 4, 5, and 6 if needed.

**Activity #1 Data:**

Using the course alpha AMST, ED, ENG, HIST, PACS, PSY, or REL and the following information, modify a 431 or 432 level skeleton/shell outline to have the following:

- Evaluation by quizzes, exams, portfolio, class discussion, and a research project
  - Instructional methods lectures, discussions, PowerPoints
  - Textbook – The Great Gatsby
  - Competency – Write a coherent in-class response to an assigned question or topic
  - Content week by week for 16 weeks
- week one, Introduction of materials, course syllabus
- week two, introduction of the multi-layering transparencies, the eight pointed star
- week three, still life assignment one, paint produce begin review of masters of watercolor
- week four, light logic, using values of grey paint light on a cube, a sphere and a cone
- week five, begin light logic painting three apples in green using back ground of light gray, medium gray and dark gray
- week six, painting three apples in red using same background construct as in week five
- week seven, composition exercise using apple slices and using the principles of visual art shape, value and texture
- week eight, same exercise using other produce, raddish, eggplant, onions, and so on
- week nine, color chart understanding, color pyramids
- week ten, secondary color chart
- week eleven, begin floral study, primary colors
- week twelve, floral study using secondary colors
- week thirteen, analogous color matrix
- week fourteen, begin landscape unit, vista looking out over the ocean, including atmospheric perspective and horizon line.
- week fifteen, landscape fieldtrip
- Gen Ed - Thinking/Inquiry - Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning. Communication - Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication.
  - Prerequisite – ENG 100, Rec. Prep. MATH 100
  - Catalog Title – Art Outline for Testing Purposes II, Banner title – art testing II
  - 1.5 hours lecture per week, max enrollment 25

- Description - ALPHA number is a test course for training purposes only.

## Activity #2

8. Login to the Curriculum Central Database
9. Choose one of the following courses: AMST 433, AMST 434, ED 333, ED 334, ENG 333, ENG 334, HIST 333, HIST 334, PACS 333, PACS 334, PSY 333, PSY 334, REL 333, or REL 434.
10. Using the data supplied, fill in the 18 required fields, other appropriate catalog fields, and linking fields.
11. Send to peers for review.
12. Peer reviewer: Use the structural framework (listed below) and provide feedback.
13. Peer reviewer: Send feedback back to peer and also to Melissa and Susan.
14. Make corrections if needed, and repeat steps 4, 5, and 6 if needed.

## Activity #2 Data:

Using the course alpha AMST, ED, ENG, HIST, PACS, PSY, or REL and the following information, modify a 433 or 434 level skeleton/shell outline to have the following:

- Evaluation by Research Papers,MACROBUTTON HTMLDirect ☐ MACROBUTTON HTMLDirect ☐ MACROBUTTON HTMLDirect ☐ Quizzes, Critical Thinking Exercises, In-class Activiites, Exams
- Instructional methods Class Discussion, Film(s), Group Discussions, Internet Enhancement, Lectures PowerPoint(s), Research, Student Participation, Video(s), WWW Research
- Textbook - George Brown Tindall and David Emory Shi. America: A Narrative History, Vol. II. Eighth edition. W.W. Norton & Co., 2009, 978-0393934076.
- Restricted to the fall semester only
- Gen Ed - Thinking/Inquiry - Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.Self and Community/Diversity of Human Experience - Evaluate one's own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional and global communities.
- Competencies – Utilize the various art elements and design principles in communicating visual ideas. Complete the creative problem-solving process, from planning and discovery to implementation and evaluation. Analyze the industrial revolution in America and be able to identify the cultural, technological, social, and political changes that accompanied this major shift in the American mode of production. Examine the emergence of the United States first as an imperial power and later as one of the world's superpowers and explain U.S. foreign policy goals as they evolved in the 20th century. Elaborate on the development and value of diversity in American society describing the contributions of a variety of ethnic and racial groups which have served to shape and expand worldview of the American people.
- Content week by week for 16 weeks Week 1: Introductions, Course Syllabus, Reconstruction, Week 2: Andrew Carnegie, Week 3: Andrew Carnegie, BIG BUSINESS and Labor, Week 4: The Battles of the Gilded Age, Rise of the Cities, Week 5: Gilded Age Politics, American Empire, Week 6: The Economic Shift, The Progressive Era, Week 7: American Power, Week 8: World War I, Week 9: Normalcy vs. Normality, The Great Crash, Week 10: The New Deal, Isolationism, Week 11: The Gathering Storm, Week 12: Containment, Week 13: The Cold War, Week 14: Civil Rights Movement, Gulf of Tonkin Incident, Week 15: Reagan Revolution, Week 16 Final Exam
- Prerequisite – HIST 152; Qualification for ENG 100, ENG 160 or ESL 100; MATH 100 with a

grade of “C” or higher, Co-requisite HIST 222, Rec. Prep. HIST 151

- Catalog Title – Sample outline for Demonstration Purposes II, Banner title – training demo II

- 4 hours lecture per week, max enrollment 15

- Description - ALPHA number is a sample course for training and demonstration purposes only.

- Similar Courses at other UH Colleges - Honolulu Community College, HIST 282, Introduction to American History II, 3 credits.

Kaua'i Community College, HIST 282, Introduction to American History II, 3 credits.

Leeward Community College, HIST 282, Introduction to American History II, 3 credits.

Maui Community College, HIST 282, Introduction to American History, 3 credits.

Windward Community College, HIST 282, Introduction to American History II, 3 credits.

University of Hawai'i, Manoa, HIST 282, Introduction to American History, 3 credits.

University of Hawai'i, West O'ahu, HIST 282, Introduction to American History II, 3 credits.

- Justification - Five year update., Linking course content to course competencies to methods of evaluation. Linking course competencies to Program SLO's., Modification of prerequisite(s). Deletion of recommended preparation. Modification of course description. Deletion and modification of course competencies.

- AA/DH and AS/AH

- Expectations outside of class - Homework Assignments, Individual Project(s), Museum visit(s), Papers, Reading Assigned Text(s), Research Projects, Service Learning Project(s)

### Activity #3

8. Login to the Curriculum Central Database
9. Choose one of the following courses: AMST 444, AMST 445, ED 444, ED 346, ENG 345, ENG 346, HIST 345, HIST 346, PACS 345, PACS 346, PSY 345, PSY 346, REL 444, or REL 346.
10. Using your own data, fill in the 18 required fields, other appropriate catalog fields, and linking fields.
11. Send to peers for review.
12. Peer reviewer: Use the structural framework (listed below) and provide feedback.
13. Peer reviewer: Send feedback back to peer and also to Melissa and Susan.
14. Make corrections if needed, and repeat steps 4, 5, and 6 if needed.

### Activity #3 Data:

Based on one course that you currently teach, enter the appropriate data for this course outline. Include appropriate course content and course competencies.



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(18 required fields)**

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- Full Catalog Course Title
- Date of this Course Outline
- Credits
- Contact Hours (type)
- Contact Hours (quantity)
- Course Description
- Suggested Method of Evaluation – Measures of Student Achievement
- Suggested Methods of Instruction
- Course Competencies
- Course Content
- Effective Term
- Grading Options
- Grading Scale and Weighting Suggestions
- Maximum Enrollment
- Banner Title

**(optional catalog fields, as appropriate)**

- Course Prerequisite(s)
- Course Co-Requisite(s)
- Recommended Preparation
- Repeatable for Additional Credits?
- Maximum number of credits for student transcript
- Cross-listed?
- Semester information
- Special Comments for Catalog
- Status (Active/Inactive)
- Restricted to Specific Semesters
- AA General Education Area
- AA General Education Extra
- AS General Education Area
- AS General Education Extra

**(linking fields)**

- Suggested Method of Evaluation – Measures of Student Achievement
- General Education Student Learning Outcomes
- Course Level Student Learning Outcomes (if required by external vocational accrediting body)
- Course Competencies
- Course Content
- Weighting Suggestions

**Structural Framework  
Checklist for Course Proposer  
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- Course Alpha
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**(linking fields)**

- Suggested Method of Evaluation – Measures of Student Achievement
- General Education Student Learning Outcomes
- Course Level Student Learning Outcomes (if required by external vocational accrediting body)
- Course Competencies
- Course Content
- Weighting Suggestions

**Structural Framework  
Checklist for Peer Review Participants  
(18 required fields)**

- Course Alpha
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- Recommended Preparation
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- Maximum number of credits for student transcript
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- AA General Education Area
- AA General Education Extra
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**(linking fields)**

- Suggested Method of Evaluation – Measures of Student Achievement
- General Education Student Learning Outcomes
- Course Level Student Learning Outcomes (if required by external vocational accrediting body)
- Course Competencies
- Course Content
- Weighting Suggestions